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A SURVEY OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN HIGH SCHOOLS.

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BASED ON THE HIGH SCHOOL SPEECH EDUCATION RECOMMENDATIONS OF THE WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION, A STUDY WAS MADE TO INVESTIGATE THE NATURE OF SPEECH EDUCATION IN NORTHWESTERN WISCONSIN SECONDARY SCHOOLS. IT WAS HOPED THAT THE RESULTS COULD BE USED TO IMPROVE NOT ONLY HIGH SCHOOL SPEECH INSTRUCTION, BUT ALSO SPEECH TEACHER EDUCATION CURRICULUMS IN HIGHER EDUCATION. THE SPECIFIC RECOMMENDATIONS INCLUDED ARE THOSE PERTAINING TO THE ROLE OF SPEECH IN THE LANGUAGE ARTS CURRICULUM, TO CERTIFICATION OF SPEECH TEACHERS, AND TO THE GOALS AND CURRICULUM UNITS FOR A REQUIRED HIGH SCHOOL SPEECH COURSE. DATA WERE COLLECTED BY QUESTIONNAIRES SENT TO SPEECH TEACHERS IN EVERY PUBLIC AND PAROCHIAL HIGH SCHOOL IN THE 16 COUNTIES OF NORTHWESTERN WISCONSIN. THE QUESTIONNAIRE IS INCLUDED IN THIS REPORT. INFORMATION FROM THE 80 RETURNED QUESTIONNAIRES (93 PERCENT OF THE SAMPLE) IS PRESENTED IN TABULATED FORM. THE STUDY CONCLUDED THAT (1) ABOUT 99 PERCENT OF THE SCHOOLS DO NOT HAVE A SPEECH CURRICULUM, (2) ABOUT 66 PERCENT OF THE SCHOOLS DO NOT HAVE AN ELECTIVE SPEECH COURSE OFFERED AT THE UPPER CLASS LEVEL, (3) MOST SCHOOLS LACK THE DIRECTION OF PROPERLY TRAINED SPEECH INSTRUCTORS, AND (4) THE TEACHER EDUCATION INSTITUTIONS SERVING THE HIGH SCHOOLS OF NORTHWESTERN WISCONSIN MUST HELP TO RAISE THE LEVEL OF SPEECH EDUCATION. A SHORT BIBLIOGRAPHY IS INCLUDED. (RB)

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CHAPTER I

INTRODUCTION

Statement of Problem

Colleges and universities have traditionally served public and parochial schools in their areas in many ways. One method of service has been by providing teacher training programs in academic specialties. Another method has been through service programs designed to supplement teacher training or to enrich academic preparations, e.g., workshops, institutes, short courses, etc. Still another way has been to sponsor activities which serve the area schools. These activities have varied from sponsoring high school forensic contests to offering clinical diagnostic and therapeutic services such as in speech and hearing, psychological evaluations, or in reading.

One of the many problems confronting a college or university has been the identification of the needs of the schools or communities within its area. Teacher training programs conceivably might have been more effective as might have been workshops and other similar endeavors if they were based on a definitive analysis of area needs. The same might have been said for activities or services such as co-curricular events or clinical and remedial services. When this study was undertaken, speech education in northwestern Wisconsin appeared inconsistent in both scope and nature. Some school districts, it was thought, offered one or more speech classes and an extracurricular speech program, while other schools offered only an extracurricular speech program. Some schools apparently had no formal or

structured speech programs, and the extent of speech education in other schools was unknown. Qualifications of speech instructors was unknown in most instances. The lack of specific information concerning speech education hampered efficient planning by university personnel.

Consequently, it was the purpose of this study to define the nature of speech education in high schools located in northwestern Wisconsin. It was anticipated that the results of this study would assist university personnel in curriculum planning and in projecting the nature of services to be offered by the institution.

Background

Speech has truly been at the center of liberal education. Training in speech skills has been used to more successfully communicate ideas in every area of human endeavor. Many fields of learning have developed an interest in the importance of oral communication in man's relationship to man.

> The arts and sciences of oral communication are claimed as significant if not basic to many organized areas within the community.
>
> Sociologists insist that the study of society is essentially the study of man's communication as it relates to social processes.
>
> Psychologists contend that the study of the individual depends on understanding his thoughts and feelings as expressed through communication.
>
> Modern language programs obviously deal with a form of oral communication.
>
> Departments of English have struggled to retain what they conceive to be their basic right to all the elements of communication skills.
>
> Political scientists affirm their concern with the spoken behavior of mankind in its endeavors to rule and to be ruled.
>
> Economists are claiming that they have a legitimate stake in oral communication because it affects the factors determining markets, bargaining, finance, and the monetary symbolization of work and its rewards.
>
> Physicists claim an interest on the basis of the science of acoustics and the physical transmission of human messages. [1]

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[1] John W. Ketner, "Speech for All American Youth, Current Issues and Problems," Speech Teacher, XV (January, 1966), 14.

Yet, this act of oral communication for many years had difficulty in finding its place under the academic sun. The act of speaking, it was thought, was inherited rather than learned. To some degree this view has been dispelled.

> Because Speech is so important in the lives of human beings, and is developed and possessed so universally, some people hold the belief that it is not learned but rather inherited by all human beings. Statements like "Everyone talks," "Speech is natural," "Anyone intuitively knows how to speak," are sometimes still heard today. They are heard less frequently now than they once were, however, and the point of view that speech can be learned or improved by following rules and suggestions is generally accepted. One of the greatest contributions which the speech teachers of the fifth and fourth centuries B.C. made was to insist that there was no such thing as unlearned oratory. They contended that speech was not an inherited faculty. They added that there were rules and principles which, if followed, would insure to any individual a certain degree of success in controlling listeners. In supporting these conclusions, they aimed at certain standards of excellence and tried to provide criteria for appraising orations.[2]

However, this attitude toward the necessity of speech education has not been accepted by many educators. While many institutions have recognized the importance of speech training, instruction in this discipline has been slow in developing.

> In a time of educational innovation and evaluation, the field of speech has been singularly static. Many contemporary critics have either ignored the discipline or assigned it to the field of English. Their lack of understanding of the nature and substance of human communication and its service to students and society finds it source in the attitudes and practices which has been reflected in speech curricula for the past fifty years. An increasing fragmentation and divergence of aims and efforts are evident. Communication has become the magic term. Some of us believe that without a revitalized and reorganized curriculum our discipline will be further subordinated in the pattern of American education. [3]

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[2] Andrew Weaver, Gladys Borchers and Donald Smith, The Teaching of Speech, 1st ed. (Englewood Cliffs, N.J., 1956), p. 33.

[3] Thorrel B. Fest, "The Speech Curriculum for American Youth," Speech Teacher, XV (January, 1966), 11.

Purpose of the Study

The researcher proposed a survey which would answer the following questions relating to speech education in northwestern Wisconsin:

1. How extensive is speech curriculum in northwestern Wisconsin?
2. What is the nature of the speech curriculum in the area?
3. How extensive is the extracurricular speech program in northwestern Wisconsin?
4. What is included in the extracurricular speech program?
5. What is the nature of the instruction of the curricular and extracurricular speech programs?
6. What remuneration do staff members receive for extra responsibilities?
7. How much financial support does the school give to extracurricular speech activities?

CHAPTER II

REVIEW OF THE LITERATURE

Tradition of Speech Education

From the time of the Egyptian ruler Ptah-ho-tep in 3000 B.C., speech education has advanced as a scholarly discipline. Greek and Roman scholars also became interested in rhetoric and studied oral discourse. Even during the dark ages the study of speechcraft was essential to the Church and its representatives. During the sixteenth and seventeenth centuries, the study of rhetoric centered around the methods of ornamentation in expression. By the seventeenth century, a concentration on delivery became predominant in the study of speechcraft. This emphasis continued until early in the twentieth century. [1]

Speech education in the United States may be traced back to the nineteenth century when such institutions as Princeton, Yale, Harvard, The University of Pennsylvania and The College of William and Mary increased their requirements in rhetoric. Inter-society and inter-school speaking contests also started during the nineteenth century. In 1847 the University of Pennsylvania held a public debate. Also during that century speech education was introduced in the common schools. [2]

Previous Surveys

Over the decades speech education in the public schools was extended.

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[1] Weaver, Borchers and Smith, pp. 23-50.

[2] Ibid., pp. 51-52.

In North Dakota, North Carolina, Utah, Louisiana, Wisconsin, Missouri, and other states speech education was recognized as an essential part of the school curriculum. Even though centuries of experience went into the development of speech education, its methods were not consistent from time to time or place to place.[3] Surveys of speech education in Mississippi, Pennsylvania, New York, Michigan, New Jersey and South Dakota over the past twenty years have demonstrated this diversity.

A 1952 survey of speech education in Mississippi found that of seventy schools considered, none required a speech course. Three of these seventy schools offered an elective speech course of one-semester's duration. Seventeen offered a two-semester speech course. Sixty of the schools reported that they provided extracurricular speech activities for their students. Twenty-three of the schools employed a "speech teacher." The portion of the teaching load of this "speech teacher" which was devoted to speech ranged from full-time for two teachers to only extracurricular work for three. Their preparation ranged from zero to sixty hours of classroom preparation in college speech courses.[4]

A 1949 survey of speech education in Pennsylvania revealed that of 780 high schools that responded to a questionnaire, 29% offered formal course work in speech, and 71% had some type of extracurricular speech programs. It was interesting to learn that in Pennsylvania 83% of the extracurricular speech programs were directed by a part-time teacher.[5]

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[3] Ibid., p. 57.

[4] Virginia Lee Harrison, and Harvey Cromwell, "A Survey of Speech Training in the Public Schools of Mississippi," Speech Teacher, II (January, 1953), 39.

[5] Buell Whitehill, Jr., "Speech Education in Pennsylvania," Speech Teacher, II (January, 1953), 33-35.

In New York a somewhat different situation existed:

> Every high school in New York City does have a speech teacher. The speech work is differentiated from the English. One report which I have from New York City dated February, 1952, shows that there were 169 regularly licensed speech teachers in the public high schools of New York City. In addition, there were 45 licensed substitute speech teachers. Reports from 54 high schools in New York City on that date showed that there were 22 with separate speech departments. [6]
>
> In up-state New York the quality of speech education varies from the very poor to the very good. The amount of speech education varies in the local communities from a paucity to a reasonably satisfactory offering. As would be expected, speech education is strongest in cities and in our large central schools where there has been careful organization over several years. There are also smaller places where good work has been done. [7]

In a Michigan survey of fifty-nine high schools in 1950, it was learned that nearly 70% of the debate teams were coached by people other than the speech instructor. Approximately 50% of the people coaching forensics were speech teachers. It was found that 64% of the people directing plays were the speech teacher. [8]

Speech education was also found to be diverse in nature and scope in the twenty-one counties of New Jersey. Speech training was most adequate in the schools of the metropolitan areas. Many of the counties had no organized program for speech education in the public schools. The speech course in New Jersey traditionally emphasized dramatics and declamation.

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[6] William E. Young, "The Teaching of Speech in the Public Scools of New York State," Speech Teacher, II (September, 1953), 170.

[7] Ibid., p. 171.

[8] Albert Beeker, Charles Brown, and Jack Murphy, "Teaching Speech in Michigan High Schools," Speech Teacher, I (March, 1952), 137-140.

More recently, speech correction became an integral part of the speech program. In 1956, 10,658 students were receiving therapy from sixty-seven speech therapists. [9]

In a 1965 survey of speech education in South Dakota it was found that over 50% of the 134 schools surveyed required a course in speech. The survey also found that most often the speech teacher had a college major in English. Of the speech teachers considered in the survey, 29% had a major in speech or communication. Declamation was the largest extracurricular speech activity in South Dakota high schools. [10]

Speech Education in Wisconsin

> A question frequently asked by Wisconsin teachers is "What is the relationship of speech to English in the language arts curriculum, and in what ways is oral communication related to speech?" This question really embraces a number of others; for example, what materials and activities can be called "speech" and what "oral English?" Do these two terms describe the same thing or different things? Who is supposed to teach "speech" if it differs from oral English? If an oral English program is well developed, is there any need for something called "speech?" Should a separate time be set aside for speech, with a special teacher, or should speech be an integral part of the total English program?" [11]

These questions regarding the place of speech in the language arts curriculum of Wisconsin's secondary schools were answered in the recent publication of Teaching Speaking and Writing in Wisconsin by the State Department of Public Instruction. The following recommendations were made by the curriculum committee of the Wisconsin State Department of Public

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[9] Arthur A. Eisenstadt, "The Role of Speech in the New Jersey School Program," Speech Teacher, V (November, 1956), 271-276.

[10] Jerald Carstens, A Survey of Speech Education in South Dakota High Schools, Unpublished Master's Thesis, University of South Dakota, 1965, pp. 65-69.

[11] Robert C. Pooley, "Oral Communication in the English Curriculum," Speech Teacher, XV (January, 1966), 26.

Instruction:

1. That a required speaking course, taught by trained speech personnel, be a part of each secondary curriculum.

2. That at least one elective speech course be offered at the upper class level.

3. That all secondary language art teachers obtain further speech training.

4. That correlation, rather than repetition or competition, be the purpose of a well-developed speech program. 12

The first recommendation of the curriculum study raised the question of what was meant by "trained speech personnel." Two groups have expressed conflicting views regarding what constitutes "trained speech personnel." The Wisconsin Speech Association proposed that each teacher of definite speech courses have a major in that field, that all English teachers have an English major and speech minor, and that extensive summer workshops be offered to those English teachers who feel inadequately prepared to teach the basic courses." 13 The State Department of Public Instruction recommended:

1. High school teachers of speech shall hold a minimum of an approved college minor in speech preparation. Speech certification shall become mandatory for all classroom teachers of speech with the school year 1962-63. Persons with at least twelve years of experience as teachers of speech prior to July 1, 1962, may be licensed by completing six semester hours of college speech training. A course in speech fundamentals is required.

2. Extra-curricular speech activities. Certification for coaching or directing extra-curricular activities will be recommended but not required. Colleges are urged to establish suitable patterns of preparation for coaching or

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12 Teaching Speaking and Writing in Wisconsin, Department of Public Instruction, (Madison, Wisconsin, 1966), 83.

13 Ibid., p. 83.

> directing extra-curricular speech activities. Such patterns should be guides to employing officers. [14]

The curriculum study recommended that this required speech course be taught at the tenth-grade level. The goals of this course were to be realistic. That is, the main effort should be to raise the level of speaking of the secondary school student not to seek a complete mastery of speaking skills. [15]

The study also recommended the following goals for the required course:

1. To foster student understanding of the role of speech in determining and reflecting the main characteristics of our society.
2. To increase student knowledge of speech forms and principles.
3. To promote student mastery of the skills of language, body, voice and thought.
4. To increase students' critical skills as transmitters and receivers of oral communication.
5. To develop student appreciation of "eminence" in speaking. [16]

The units to be covered were also considered by the curriculum study. The following units were recommended for the required course in speech:

1. Why study speech?
2. Speaking tools (voice, bodily action, thought, and language) used effectively.
3. Gaining confidence.
4. Planning the speech.
5. Speaking to inform.

---

[14] Certification Standards: Laws, Rules and Regulations, State Department of Public Instruction (Madison, Wisconsin, 1963), 17-18.

[15] Teaching Speaking and Writing in Wisconsin, p. 84.

[16] Ibid., p. 84.

6. Speaking to persuade.

7. Speaking to entertain.

8. Listening and evaluating critically. [17]

The second recommendation of the 1966 curriculum study was that an elective course in speech be offered at the upper class level. While the study was much less precise in what should be included in this course, it was interesting to compare this recommendation with that of the Wisconsin Speech Association which suggested three semesters of required speech courses. [18]

Summary

Since the time of the Egyptian ruler, Ptah-ho-tep, speech education has grown and developed as an academic discipline. Yet, in twentieth century America speech education has taken a variety of forms and may be accomplished by a variety of methods. In some areas formal training in oral communication may be a myth equal to that of the days previous to the early Egyptian ruler.

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[17] Ibid., p. 85.

[18] Ibid., p. 83.

CHAPTER III

ORGANIZATION

Procedure

Early in December of 1965, a copy of the questionnaire included in this chapter was sent to every high school in Burnett, Barron, Washburn, Pierce, Taylor, Clark, Jackson, St. Croix, Price, Polk, Dunn, Eau Claire, Pepin, Chippewa, Buffalo, Trempeleau and Sawyer counties in Wisconsin. Eighty-five schools were contacted in this first mailing. The questionnaires were sent to the speech teacher in each school. A self-addressed stamped envelope was provided for the return. From this initial contact with the schools, forty-three questionnaires were returned.

Early in January of 1966, a second copy of the questionnaire was sent to the speech teachers of the forty-two schools that had not responded previously. Again, a self-addressed stamped envelope was sent with the questionnaire for its return. Twenty-one questionnaires were returned from this contact.

Early in February of 1966, a third copy of the questionnaire was sent to the twenty-one schools that had not responded to the two previous mailings. This time a letter was sent with the questionnaire to the principal of the school. A self-addressed stamped envelope was again enclosed. Sixteen additional questionnaires were returned from this request.

A total of eighty questionnaires were returned from the eighty-five public and parochial schools surveyed. Ninety-three percent of the schools

in the area responded to the questionnaire. Many of the questionniares which were returned were only partially completed. Therefore, the information included in this study was based on information received from eighty schools, but the response to any one question may have been based on information from fewer schools.

The information included in these questionniares was placed on a large chart. It was then tabulated. The information was also placed on IBM cards. It was to be treated by the IBM 1620 Computer. However, for a variety of reasons, this method of studying the response proved less than satisfactory. The information reported in this study was determined by tabulation of the chart which was constructed.

Questionnaire

SCHOOL _____ CITY _____

SPEECH DIRECTOR _____ ENROLLMENT _____

A. Curriculum

1. Does your school have a speech course offered for credit?
   Yes _____ No _____

2. If so, how many semesters are offered in this course? _____

3. If so, at what grade level is this course offered? _____

4. If so, how many students are enrolled in this course this term? _____

5. If so, what is the average size of each section of this course? _____

6. If so, what textbook is used for this course? _____
   Author _____ Date _____

7. Is this course required? Yes _____ No _____

8. Does your school have a speech correctionist? Yes _____ No _____

9. Does your school require speech therapy for those students who are defective in their speech? Yes _____ No _____

10. Does your school have any of the following speech courses?

    Advanced Speech _____ Debate _____
    Dramatics _____ Other _____

11. If so, please list enrollments in these courses.

    Advanced Speech _____ Debate _____
    Dramatics _____ Other _____

12. If speech is not offered as a separate course, is it taught in your curriculum? Yes _____ No _____

13. If so, of which course is it a part? _____

14. If so, at what grade level is it taught? _____, for how long? _____

B. Extracurricular Activities

1. Does your school district have any of the following forensics programs?

    _____ High School (3 years)
    _____ High School (4 years)
    _____ Junior High Only
    _____ Junior - Senior High
    _____ None

2. If so, how many students do you have taking part in the forensics program each year? (Average number) _____

3. If not, what are your basic reasons for not participating in these events? (Check one or more)
   _____ Competition not conducive to sound educational practice.
   _____ Demand on student's time.
   _____ Travel and expense.
   _____ Inability to find properly qualified person to direct program.
   _____ Other reason _____

4. Does your school have a debate-discussion program? Yes _____ No _____

5. If so, how many students take part in the events each year?
   Debate _____ Discussion _____

6. If so, in what area does this program fall?
   _____ High School (3 years) _____ Junior High Only
   _____ High School (4 years) _____ Junior-Senior High

7. If so, approximately how many debate tournaments does your school take part in each year? _____

8. Does your school participate in the Wisconsin High School Forensics League tournaments? Yes _____ No _____

9. If your school does not participate in the Wisconsin High School Forensic League Program, what are your reasons for not participating? (Check one or more)
   _____ Competition not conducive to sound educational practice.
   _____ Demand on student's time.
   _____ Travel and expense.
   _____ Inability to find properly qualified person to direct program.
   _____ Other reasons _____.

10. Does your school participate in forensics tournaments other than those sponsored by the Wisconsin High School Forensic League? Yes ____ No ____

11. Does your school participate in the National Forensic League Tournament? Yes _____ No _____

12. If your school does not participate in the National Forensic League Tournament, what are your reasons for not participating?
   _____ Competition not conducive to sound educational practice.
   _____ Demand on student's time.
   _____ Travel and expense.
   _____ Inability to find properly qualified person to direct program.
   _____ Other reason _____.

13. Does your school participate in other speech contests?
   _____ American Legion Oratorical Contest _____ F.F.A. Contest
   _____ Voice of Democracy Radio Essay Contest _____ 4-H Contest
   _____ Soil and Water Conservation Contest _____ Others

14. Please score the following activities in terms of their value to your school as a high school speech activity. (Score 5 points for superior, 4 points for good, 3 points for fair, 2 points for little or no value, 1 point for detrimental.)

_____ Debate	_____ Prose Reading
_____ Discussion	_____ Poetry Reading
_____ Extemporaneous Speaking	_____ Play Reading
_____ Original Oratory	_____ 4-Minute Speaking
_____ Declamation	_____ Non-Original Oratory
_____ American Legion Oratory	_____ Public Address

15. How many plays does your school produce each year? _____

16. Approximately how many students do you have participating in dramatics each year, either as actors or stage crews? _____

17. Does your school participate in one act play contests? Yes ____ No ____

18. If not, what are your basic reasons for not participating?
_____ Not conducive to sound educational practice.
_____ Inordinate demands on school and student's time.
_____ Travel and expense.
_____ Inability to find qualified person to direct program.
_____ Other reasons _____

19. Which of the following activities does your school tend to emphasize?

_____ Forensics	_____ Dramatics
_____ Debate	_____ None (All Equally)
_____ Other _____	

C. Faculty Director & Finance

1. Does your school have a speech director in general charge of co-ordinating all speech activities throughout the school? Yes ____ No ____

2. How many faculty members aid in the direction of extracurricular speech activities? _____ If more than one, how many are involved in the direction of each of the following activities? Debate ____ Forensics ____ Dramatics ____

3. What is the major and minor of the faculty member most directly responsible for the debate program? Major _____ Minor _____

4. What is the major and minor of the faculty member most directly responsible for the drama program? Major _____ Minor _____

5. What is the major and minor of the faculty member most directly responsible for the forensics program? Major _____ Minor _____

6. How much formal preparation in speech does the individual in charge of the following activities have? (M.A., B.A.,) _____ Forensics _____ Debate _____ Dramatics

7. How are your faculty members paid for directing dramatics?
   _____ No extra payments as it is a part of the teaching assignment.
   _____ Released time from teaching assignment.
   _____ Paid in addition to salary $ _____ (per play or per year)

8. How are your faculty members paid for directing forensics?
   _____ No extra payments as it is part of the teaching load.
   _____ Released time from teaching assignment.
   _____ Paid in addition to salary $ _____.

9. How are your faculty members paid for directing debate?
   _____ No extra payments as it is part of the teaching load.
   _____ Released time from teaching assignment.
   _____ Paid in addition to salary $ _____.

10. Does your school have a speech budget? Yes _____ No _____

11. Approximately how much does your school spend on forensics each year?
    $ _____

12. Approximately how much does your school spend on debate each year?
    $ _____

13. Approximately how much does your school spend on dramatics each year?
    $ _____

CHAPTER IV

FINDINGS OF THE SURVEY

Introduction

The information in this survey was obtained from the eighty questionnaires which were returned from the eighty-five secondary schools in Polk, Burnett, Barron, Washburn, Pierce, Taylor, Clark, Jackson, St. Croix, Dunn, Price, Pepin, Chippewa, Eau Claire, Buffalo, Trempealeau and Sawyer counties in Wisconsin. These eighty schools were asked to indicate their enrollment. There was a wide range in the enrollment reported by the sixty-four schools which responded to the question. The largest enrollment was 1300; the smallest was fifty-six. The average enrollment was 368. The questionnaire which was used in this survey may be found in the previous chapter of this study.

The findings of the survey have been organized in this chapter by the order in which the questions appeared in the questionnaire.

Curriculum

1. Does your school have a speech course offered for credit?

80 schools (100%) responded to the question.

36 schools (45%) had a speech course offered for credit.

44 schools (55%) did not have a speech course offered for credit.

2. If so, how many semesters are offered in this course?

35 schools (97% of the 36 schools with a speech class) responded to the question.

1 school (3%) offered the course for ½ semester.

5 schools (14%) offered the course for 1 semester.

26 schools (72%) offered the course for 2 semesters.

3 schools (9%) offered the course for 4 semesters.

3. If so, at what grade level is this course offered?

35 schools (97% of the 36 schools with a speech class) responded to the question.

9 schools (25%) offered the course for students in grades 9 - 12.

8 schools (22%) offered the course for students in grades 10 - 12.

10 schools (28%) offered the course for students in grades 11 - 12.

3 schools (9%) offered the course for students in grade 10.

5 schools (14%) offered the course for students in grade 12.

4. If so, how many students are enrolled in this course this term?

35 schools (97% of the 36 schools with a speech class) responded to the question.

100 was the largest enrollment.

10 was the smallest enrollment.

31 was the average enrollment.

5. If so, what is the average size of each section of this course?

35 schools (97% of the 36 schools with a speech class) responded to the question.

35 was the largest average enrollment.

10 was the smallest average enrollment.

21 was the average enrollment of each section of the speech course.

6. If so, what textbook is used for this course?

26 schools (72% of the 36 schools with a speech class) responded to the question.

10 schools used The New American Speech by Hedde, Brigance and Powell.

4 schools used Modern Speech by Irwin and Rosenberger.

3 schools used Your Speech by Griffith, Nelson and Stasheff.

1 school used Oral Communication by Bryant and Wallace.

1 school used The Art of Speaking by Elson and Peck.

1 school used Ease in Speech by Painter.

1 school used Speech Handbook.

2 schools used Speak Up by Adams and Pollock.

1 school used Guide to Good Speech by McBurney and Wrage.

1 school used A High School Speech Course by Sarett, Foster and McBurney.

1 school used 38 Basic Speech Experiences by Carlisle.

7. Is this course required?

39 schools (48%) responded to the question.

3 schools (9%) required the speech courses.

36 schools (91%) did not require the speech course.

8. Does your school have a speech correctionist?

75 schools (93%) responded to the question.

24 schools (33%) reported that they did have a speech correctionist.

51 schools (67%) reported that they did not have a speech correctionist.

9. Does your school require speech therapy for those students who are defective in their speech?

70 schools (88%) responded to the question.

14 schools (20%) did require therapy for those students with defective speech.

56 schools (80%) did not require therapy for those students with defective speech.

10. Does your school have any of the following speech courses?

5 schools (6%) had an advanced speech course.

12 schools (15%) had a debate course.

9 schools (11%) had a dramatics course.

11. If so, please list the enrollments in these courses.

Advanced Speech Course:

50 was the largest enrollment in the advanced speech courses listed by five schools.

15 was the smallest enrollment in the Advanced Speech Courses listed by five schools.

26 was the average enrollment in the Advanced Speech Courses listed by five schools.

Debate Course:

50 was the largest enrollment in the debate courses listed by twelve schools.

4 was the smallest enrollment in the debate courses listed by twelve schools.

19 was the average enrollment in the debate courses listed by twelve schools.

Dramatics Course:

65 was the largest enrollment in the dramatics courses listed by nine schools.

15 was the smallest enrollment in the dramatics courses listed by nine schools.

31 was the average enrollment in the dramatics courses listed by nine schools.

12. If speech is not offered as a separate course, is it taught in your curriculum?

52 schools (65%) responded to the question.

46 schools (88%) reported that speech was a part of another course.

12 schools (12%) reported that speech was not a part of another course.

13. If so, of which course is it a part?

44 schools (96% of the 46 schools reporting that speech was a part of another class) responded to the question.

43 schools (97%) reported that speech was offered as a part of the English course.

1 school (2%) reported that speech was offered as a part of the agriculture class.

14. If so, at what grade level is it taught? For how long?

45 schools (98% of the 46 schools reporting that speech was a part of another class) responded to the question.

21 schools (47%) reported that speech was offered as a part of another course in grades 9 - 12.

5 schools (11%) reported that speech was offered as a part of another course in grades 7 - 12.

2 schools (4%) reported that speech was offered as a part of another course in grades 11 and 12.

4 schools (9%) reported that speech was offered as a part of another course in grades 10-12.

2 schools (4%) reported that speech was offered as a part of another course in grade 9.

6 schools (13%) reported that speech was offered as a part of another course in grade 10.

2 schools (4%) reported that speech was offered as a part of another course in grade 11.

3 schools (7%) reported that speech was offered as a part of another course in grade 12.

38 schools (82% of the 46 schools reporting that speech was a part of another class) responded to the question regarding the length of the unit in speech which is a part of another course.

1 school (3%) reported that 12 weeks were spent in speech training in another course.

1 school (3%) reported that 10 weeks were spent in speech training in another course.

7 schools (18%) reported that 9 weeks were spent in speech training in another course.

12 schools (32%) reported that 6 weeks were spent in speech training in another course.

3 schools (8%) reported that 5 weeks were spent in speech training in another course.

5 schools (14%) reported that 4 weeks were spent in speech training in another course.

6 schools (16%) reported that 3 weeks were spent in speech training in another course.

3 schools (8%) reported that 2 weeks were spent in speech training in another course.

Extracurricular Activities

1. Does your school district have any of the following forensics programs?

73 schools (91%) responded to the question.

5 schools (7%) reported that they had a 3 year high school forensics program.

59 schools (81%) reported that they had a 4 year high school forensics program.

7 schools (10%) reported that they had a junior-senior high school forensics program.

2 schools (3%) reported that they had no forensics program.

2. If so, how many students do you have taking part in the forensics program each year? (Average number)

71 schools (100% of the 71 schools having a forensics program) responded to the question.

3106 students in the 71 schools participated in forensics.

325 students was the largest number participating at a school.

5 students was the smallest number participating at a school.

45 students was the average number participating in the 71 schools.

3. If not, what are your basic reasons for not participating in these events?

8 schools (89% of the 9 schools reporting no forensics program) responded to the question.

0 schools reported that competition was not conducive to sound educational practice.

4 schools objected to the demand on students' time.

2 schools objected to the travel and expense.

4 schools were not able to find a properly qualified person to direct the program.

5 schools had other reasons for not offering a forensics program.

4. Does your school have a debate-discussion program?

78 schools (97%) responded to the question.

28 schools (35%) reported that they did have a debate-discussion program.

50 schools (65%) reported that they did not have a debate-discussion program.

5. If so, how many students take part in these events each year?

Debate:

28 schools (100% of the 28 schools having a debate-discussion program) responded to the question.

40 students was the largest number participating in debate.

4 students was the smallest number participating in debate.

14 students was the average number participating in debate.

Discussion:

10 schools (35% of the 28 schools having a debate-discussion program) responded to the question.

30 students was the largest number participating in competitive discussion.

10 students was the smallest number participating in competitive discussion.

19 students was the average number participating in competitive discussion.

6. If so, in what area does this program fall?

25 schools (89% of the 28 schools having a debate-discussion program) responded to the question.

7 schools (28%) reported that they had a 3 year high school debate-discussion program.

18 schools (12%) reported that they had a 4 year high school debate-discussion program.

7. If so, approximately how many debate tournaments does your school take part in each year?

27 schools (97% of the 28 schools having a debate-discussion program) responded to the question.

20 tournaments was the largest number attended by a school.

2 tournaments was the smallest number attended by a school.

8 tournaments was the average number attended by a school.

8. Does your school participate in the Wisconsin High School Forensic League tournaments?

75 schools (94%) responded to the question.

67 schools (89%) participated in the Wisconsin High School Forensic League tournaments.

8 schools (11%) did not participate in the Wisconsin High School Forensic League tournaments.

9. If your school does not participate in the Wisconsin High School Forensic League program, what are your reasons for not participating?

8 schools (100% of the 8 schools that do not participate in the Wisconsin High School Forensic League tournaments) responded to the question.

0 schools responded that competition was not conducive to sound educational practice.

3 schools objected to the demands on students time.

1 school objected to the travel and expense.

2 schools were not able to find a properly qualified person to direct the program.

3 schools had other reasons for not participating in the Wisconsin High School Forensic League program.

10. Does your school participate in forensics tournaments other than those sponsored by the Wisconsin High School Forensic League program?

76 schools (94%) responded to the question.

24 schools (32%) did participate in additional tournaments.

52 schools (68%) did not participate in additional tournaments.

11. Does your school participate in the National Forensic League Tournament?

71 schools (89%) responded to the question.

6 schools (8%) did participate in the National Forensic League Tournament.

65 schools (92%) did not participate in the National Forensic League Tournament.

12. If your school does not participate in the National Forensic League Tournament, what are your reasons for not participating?

61 schools (94% of the 65 schools that did not participate in the National Forensic League Tournament) responded to the question.

6 schools responded that competition was not conducive to sound educational practice.

24 schools objected to the demands on students' time.

31 schools objected to the travel and expense.

10 schools were not able to find a person properly qualified to direct the program.

17 schools had other reasons for not participating in the National Forensics League Tournament.

13. Does your school participate in other speech contests?

62 schools (77%) responded to the question.

40 schools (65%) reported that they participated in the American Legion Oratorical Contest.

12 schools (35%) reported that they participated in the Voice of Democracy Radio Contest.

42 schools (68%) reported that they participated in the Soil and Water Conservation Contest.

36 schools (58%) reported that they participated in the Future Farmers of America Contest.

35 schools (56%) reported that they participated in the 4-H Speaking Contest.

4 schools (6%) reported that they participated in other speech contests.

14. Please score the following activities in terms of their value to your school as a high school speech activity.

Debate:

40 schools (50%) responded to the question.

21 schools (60%) found debate an activity of superior value.

7 schools (16%) found debate an activity of good value.

2 schools (5%) found debate an activity of fair value.

4 schools (10%) found debate an activity of little or no value.

3 schools (8%) found debate an activity which was detrimental.

4.12 was the average rating given debate on a scale of 5 for superior and 4 for good.

Discussion:

30 schools (37%) responded to the question.

9 schools (30%) found discussion an activity of superior value.

8 schools (27%) found discussion an activity of good value.

7 schools (23%) found discussion an activity of fair value.

6 schools (20%) found discussion an activity of little or no value.

3.67 was the average rating given discussion on a scale of 4 for good and 3 for fair.

Extemporaneous Speaking:

59 schools (74%) responded to the question.

40 schools (67%) found extemporaneous speaking an activity of superior value.

13 schools (22%) found extemporaneous speaking an activity of good value.

4 schools (6%) found extemporaneous speaking an activity of fair value.

2 schools (3%) found extemporaneous speaking an activity of little or no value.

4.50 was the average rating given extemporaneous speaking on a scale of 5 for superior and 4 for good.

Original Oratory:

61 schools (76%) responded to the question.

39 schools (64%) found original oratory an activity of superior value.

13 schools (21%) found original oratory an activity of good value.

6 schools (10%) found original oratory an activity of fair value.

3 schools (5%) found original oratory an activity of little or no value.

4.29 was the average rating given original oratory on a scale of 5 for superior and 4 for good.

Declamation:

64 schools (80%) responded to the question.

16 schools (25%) found declamation an activity of superior value.

20 schools (31%) found declamation an activity of good value.

15 schools (23%) found declamation an activity of fair value.

11 schools (19%) found declamation an activity of little or no value.

2 schools (2%) found declamation an activity which was detrimental.

3.57 was the average rating given declamation on a scale of 4 for good and 3 for fair.

American Legion Oratory:

39 schools (49%) responded to the question.

8 schools (20%) found the American Legion Oratory Contest an antivity of superior value.

5 schools (12%) found the American Legion Oratory Contest an activity of good value.

14 schools (35%) found the American Legion Oratory Contest an activity of fair value.

9 schools (23%) found the American Legion Oratory Contest an activity of little or no value.

3 schools (7%) found the American Legion Oratory Contest an activity which was detrimental.

3.15 was the average rating given the American Legion Oratory Contest on a scale of 4 for good and 3 for fair.

Prose Reading:

64 schools (80%) responded to the question.

24 schools (37%) found prose reading an activity of superior value.

22 schools (34%) found prose reading an activity of good value.

13 schools (20%) found prose reading an activity of fair value.

5 schools (8%) found prose reading an activity of little or no value.

4.01 was the average rating given prose reading on a scale of 5 for superior and 4 for good.

Poetry Reading:

64 schools (80%) responded to the question.

24 schools (37%) found poetry reading an activity of superior value.

22 schools (34%) found poetry reading an activity of good value.

12 schools (18%) found poetry reading an activity of fair value.

6 schools (10%) found poetry reading an activity of little or no value.

4.15 was the average rating given poetry reading on a scale of 5 for superior and 4 for good.

Play Reading:

62 schools (77%) responded to the question.

23 schools (37%) found play reading an activity of superior value.

22 schools (35%) found play reading an activity of good value.

12 schools (20%) found play reading an activity of fair value.

5 schools (20%) found play reading an activity of little or no value.

4.08 was the average rating given play reading on a scale of 5 for superior and 4 for good.

4-Minute Speaking:

63 schools (79%) responded to the question.

34 schools (54%) found 4-Minute speaking an activity of superior value.

15 schools (24%) found 4-Minute speaking an activity of good value.

10 schools (16%) found 4-Minute speaking an activity of fair value.

3 schools (5%) found 4-Minute speaking an activity of little or no value.

1 school (1%) found 4-Minute speaking an activity which was detrimental.

4.23 was the average rating given 4-Minute speaking on a scale of 5 for superior and 4 for good.

Non-Original Oratory:

61 schools (76%) responded to the question.

14 schools (23%) found non-original oratory an activity of superior value.

16 schools (26%) found non-original oratory an activity of good value.

18 schools (29%) found non-original oratory an activity of fair value.

13 schools (22%) found non-original oratory an activity of little or no value.

3.50 was the average rating given non-original oratory on a scale of 4 for good and 3 for fair.

Public Address:

56 schools (70%) responded to the question.

26 schools (46%) found public address an activity of superior value.

20 schools (36%) found public address an activity of good value.

6 schools (11%) found public address an activity of fair value.

3 schools (5%) found public address an activity of little or no value.

1 school (2%) found public address an activity which was detrimental.

3.92 was the average rating given public address on a scale of 4 for good and 3 for fair.

15. How many plays does your school produce each year?

73 schools (91%) responded to the question.

19 schools (26%) produced one play each year.

40 schools (55%) produced two plays each year.

8 schools (11%) produced three plays each year.

5 schools (7%) produced four plays each year.

1 school (1%) produced five plays each year.

16. Approximately how many students do you have participating in dramatics each year, either as actors or stage crews?

69 schools (86%) responded to the question.

250 students was the largest number participating in dramatics in a school.

10 students was the smallest number participating in dramatics in a school.

57 students was the average number participating in dramatics in a school.

17. Does your school participate in one-act play contests?

74 schools (92%) responded to the question.

26 schools (35%) did participate in one-act play contests.

48 schools (65%) did not participate in one-act play contests.

18. If not, what are your basic reasons for not participating?

37 schools (75% of the 48 schools not participating in one-act play contests) responded to the question.

2 schools (5%) reported that such participation was not conducive to sound educational practice.

25 schools (67%) objected to the demand on students' time.

5 schools (13%) objected to the travel and expense.

14 schools (38%) were not able to find a properly qualified person to direct the program.

13 schools had other reasons for not participating.

19. Which of the following does your school tend to emphasize?

72 schools (90%) responded to the question.

50 schools (69%) indicated that forensics were emphasized.

14 schools (10%) indicated that debate was emphasized.

28 schools (39%) indicated that drama was emphasized.

17 schools (24%) indicated that no single activity was emphasized but all were equally emphasized.

6 schools (8%) indicated that some other activity was emphasized.

Faculty Director and Finance

1. Does your school have a speech director in general charge of co-ordinating all speech activities throughout the school?

71 schools (89%) responded to the question.

23 schools (32%) reported that they had a speech director.

48 schools (68%) reported that they did not have a speech director.

2. How many faculty members aid in the direction of extracurricular speech activities? If more than one, how many are involved in the direction of each of the following activities?

67 schools (83%) responded to the first question.

18 schools (27%) reported that one person was responsible for the direction of the extracurricular speech activities.

18 schools (27%) reported that two people were responsible for the direction of the extracurricular speech activities.

13 schools (19%) reported that three people were reponsible for the direction of the extracurricular speech activities.

8 schools (12%) reported that four people were responsible for the direction of the extracurricular speech activities.

5 schools (8%) reported that five people were responsible for the direction of the extracurricular speech activities.

3 schools (5%) reported that six people were responsible for the direction of the extracurricular speech activities.

2 schools (5%) reported that eight people were responsible for the direction of the extracurricular speech activities.

2.74 was the average number of people responsible for the direction of the extracurricular speech program in the sixty-seven schools.

Debate:

26 schools (32%) responded to the question.

25 schools (96%) reported that one person was responsible for the direction of debate.

1 school (4%) reported that two people were responsible for the direction of debate.

1.03 was the average number of people responsible for the direction of the debate programs in the twenty-six schools.

Forensics:

54 schools (67%) responded to the question.

18 schools (33%) reported that one person was responsible for the direction of the forensic program.

16 schools (29%) reported that two people were responsible for the direction of the forensic program.

14 schools (25%) reported that three people were responsible for the direction of the forensic program.

3 schools (6%) reported that four people were responsible for the direction of the forensic program.

2 schools (4%) reported that five people were responsible for the direction of the forensic program.

2.24 was the average number of people responsible for the direction of the forensics programs in the fifty-four schools.

Dramatics:

52 schools (65%) responded to the question.

26 schools (50%) reported that one person was responsible for the direction of the dramatics program.

21 schools (40%) reported that two people were reponsible for the direction of the dramatics program.

4 schools (8%) reported that three people were responsible for the direction of the dramatics program.

1 school (2%) reported that four people were responsible for the direction of the dramatics program.

1.61 was the average number of people responsible for the direction of the dramatics programs in the fifty-two schools.

3. What is the major and minor of the faculty member most directly responsible for the debate program?

Major:

32 schools (40%) responded to the question.

14 schools (43%) had a faculty member with an English major most directly responsible for the debate program.

5 schools (15%) had a faculty member with a speech major most directly responsible for the debate program.

4 schools (12%) had a faculty member with a history major most directly responsible for the debate program.

5 schools (15%) had a faculty member with a social studies major most directly responsible for the debate program.

1 school (3%) had a faculty member with a science major most directly responsible for the debate program.

1 school (3%) had a faculty member with a biology major most directly responsible for the debate program.

1 school (3%) had a faculty member with a German major most directly responsible for the debate program.

1 school (3%) had a faculty member with a French major most directly responsible for the debate program.

1 school (3%) had a faculty member with an agriculture major most directly responsible for the debate program.

Minor:

32 schools (40%) responded to the question.

9 schools (28%) had a faculty member with an English minor most directly responsible for the debate program.

12 schools (37%) had a faculty member with a speech minor most directly responsible for the debate program.

4 schools (12%) had a faculty member with a history minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a music minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a library science minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a geography minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a philosophy minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a Spanish minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a German minor most directly responsible for the debate program.

1 school (3%) had a faculty member with a social problems minor most directly responsible for the debate program.

4. What is the major and minor of the faculty member most responsible for the drama program?

Major:

65 schools (76%) responded to the question.

39 schools (64%) had a faculty member with an English major most directly responsible for the drama program.

8 schools (13%) had a faculty member with a speech major most directly responsible for the drama program.

2 schools (3%) had a faculty member with a history major most directly responsible for the drama program.

1 school (2%) had a faculty member with a journalism major most directly responsible for the drama program.

4 schools (7%) had a faculty member with a music major most directly responsible for the drama program.

1 school (2%) had a faculty member with a drama major most directly responsible for the drama program.

1 school (2%) had a faculty member with a social studies major most directly responsible for the drama program.

1 school (2%) had a faculty member with a library science major most directly responsible for the drama program.

1 school (2%) had a faculty member with a home economics major most directly responsible for the drama program.

1 school (2%) had a faculty member with a physical education major most directly responsible for the drama program.

1 school (2%) had a faculty member with a science major most directly responsible for the drama program.

1 school (2%) had a faculty member with an administration major most directly responsible for the drama program.

Minor:

50 schools responded to the question.

13 schools (26%) had a faculty member with an English minor most directly responsible for the drama program.

14 schools (20%) had a faculty member with a speech minor most directly responsible for the drama program.

8 schools (16%) had a faculty member with a history minor most directly responsible for the drama program.

1 school (2%) had a faculty member with a journalism minor most directly responsible for the drama program.

1 school (2%) had a faculty member with a music minor most directly responsible for the drama program.

2 schools (4%) had a faculty member with a drama minor most directly responsible for the drama program.

3 schools (6%) had a faculty member with a social studies minor most directly responsible for the drama program.

1 school (2%) had a faculty member with a library science minor most directly responsible for the drama program.

1 school (2%) had a faculty member with a philosophy minor most directly responsible for the drama program.

1 school (2%) had a faculty member with a Spanish minor most directly responsible for the drama program.

1 school (2%) had a faculty member with a biology minor most directly responsible for the drama program.

1 school (2%) had a faculty member with an economics minor most directly responsible for the drama program.

3 schools (6%) had a faculty member with a French minor most directly responsible for the drama program.

5. What is the major and minor of the faculty member most responsible for the forensic program?

Major:

69 schools (86%) responded to the question.

47 schools (69%) had a faculty member with an English major most directly responsible for the forensics program.

8 schools (12%) had a faculty member with a speech major most directly responsible for the forensics program.

6 schools (9%) had a faculty member with a history major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a social studies major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a Latin major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a biology major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a industrial arts major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a science major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a language major most directly responsible for the forensics program.

1 school (1%) had a faculty member with a business education major most directly responsible for the forensics program.

1 school (1%) had a faculty member with an art major most directly responsible for the forensics program.

Minor:

61 schools (76%) responded to the question.

12 schools (20%) had a faculty member with an English minor most directly responsible for the forensics program.

12 schools (20%) had a faculty member with a speech minor most directly responsible for the forensics program.

12 schools (20%) had a faculty member with a history minor most directly responsible for the forensics program.

10 schools (16%) had a faculty member with a journalism minor most directly responsible for the forensics program.

1 school (1%) had a faculty member with a drama minor most directly responsible for the forensics program.

1 school (1%) had a faculty member with a social studies minor most directly responsible for the forensics program.

4 schools (6%) had a faculty member with a library science major most directly responsible for the forensics program.

5 schools (8%) had a faculty member with a geography minor most directly responsible for the forensics program.

2 schools (1%) had a faculty member with a Spanish minor most directly responsible for the forensics program.

1 school (1%) had a faculty member with a Latin minor most directly responsible for the forensics program.

2 schools (3%) had a faculty member with a biology minor most directly responsible for the forensics program.

2 schools (3%) had a faculty member with a French minor most directly responsible for the forensics program.

1 school (1%) had a faculty member with a social problems minor most directly responsible for the forensics program.

6. How much preparation does the individual in charge of the following activities have?

Forensics:

44 schools (55%) responded to the question.

3 schools (6%) had a person with a master's degree in charge of the forensics program.

41 schools (94%) had a person with a bachelor's degree in charge of the forensics program.

Debate:

26 schools (32%) responded to the question.

3 schools (11%) had a person with a master's degree in charge of the debate program.

23 schools (89%) had a person with a bachelor's degree in charge of the debate program.

Drama:

37 schools (46%) responded to the question.

2 schools (6%) had a person with a master's degree in charge of the drama program.

39 schools (94%) had a person with a bachelor's degree in charge of the drama program.

7. How are faculty members paid for directing dramatics?

75 schools (94%) responded to the question.

32 schools (43%) reported that the person who directed dramatics received no additional payment.

39 schools (52%) reported that the person who directed dramatics received additional payment for the years work.

$300 was the largest additional yearly payment.

$ 25 was the smallest additional yearly payment.

$ 93 was the average additional yearly payment.

4 schools (5%) reported that the person who directed dramatics received additional payment for each play.

$150 was the largest payment per play.

$ 27.50 was the smallest payment per play.

$ 78.00 was the average payment per play.

8. How are your faculty members paid for directing forensics?

74 schools (92%) responded to the question.

30 schools (42%) reported that the person who directed forensics received no additional payment.

3 schools (4%) reported that the person who directed forensics was given realeased time from his teaching load.

41 schools (55%) reported that the person who directed forensics received additional payment for the year's work.

$300 was the largest additional yearly payment.

$ 25 was the smallest additional yearly payment.

$105 was the average additional yearly payment.

9. How are your faculty members paid for directing debate?

34 schools (42%) responded to the question.

12 schools (35%) reported that the person who directed debate received no additional payment.

2 schools (6%) reported that the person who directed debate was given released time from his teaching load.

20 schools (59%) reported that the person who directed debate received additional payment for the year's work.

$300 was the largest additional yearly payment.

$ 75 was the smallest additional yearly payment.

$171 was the average additional yearly payment.

10. Does your school have a speech budget?

75 schools (87%) responded to the question.

23 schools (33%) did have a speech budget.

47 schools (67%) did not have a speech budget.

11. Approximately how much does your school spend on forensics each year?

57 schools (71%) responded to the question.

$1300 was the largest amount spent by a school on forensics.

$ 15 was the smallest amount spent by a school on forensics.

$ 187 was the average amount spent by a school on forensics.

12. Approximately how much does your school spend on debate each year?

21 schools (26%) responded to the question.

$2000 was the largest amount spent by a school on debate.

$ 35 was the smallest amount spent by a school on debate.

$ 360 was the average amount spent by a school on debate.

13. Approximately how much does your school spend on dramatics each year?

37 schools (46%) responded to the question.

$2000 was the largest amount spent by a school on dramatics.

$ 30 was the smallest amount spent by a school on dramatics.

$ 226 was the average amount spent by a school on dramatics.

CHAPTER V

SUMMARY

Curriculum

Of the eighty schools considered in this study, only three had a required speech course. A larger number of schools offered an elective speech course for credit. The nature and duration of this elective speech course varied in the thirty-three schools having such a course. Eleven different textbooks were used. The New American Speech by Hedde, Brigance and Powell was most widely used. Enrollment in the course ranged from 100 students to ten students. Thirty-five students was the largest enrollment in any one section of the speech course; ten students was the smallest enrollment. The average enrollment in each section of the course was twenty-one students. The grade level at which the course was offered ranged from nine to twelve. The number of semesters for which the course was offered ranged from one-half to four. The most frequent duration for the course was two semesters in 72% of the schools offering such a course.

A large number of schools reported that speech was offered as a part of another course. There were forty-six such schools. Of these forty-six schools, forty-three reported that speech was a part of the English course. The grade level at which speech was offered as a part of the English course ranged from grade seven to twelve. The largest number reported that it was continued between grades nine and twelve. The length of time that speech consumed in the English courses ranged from two to twelve weeks. The

largest number of schools reported that the unit in speech lasted for six weeks.

A small number of schools offered advanced or additional speech courses. Five schools offered a course entitled advanced speech. In these five schools, the enrollment in the "advanced speech" course ranged from fifteen students to fifty students. Twelve schools offered a debate course. Enrollment in this course ranged from four students to fifty students. Nine schools offered a dramatics course. Enrollment in this course ranged from fifteen students to sixty-five students.

Only twenty-four schools reported that they had the services of a speech correctionist. Fourteen of these twenty-four schools required therapy for those students with defective speech.

Extracurricular Activities

Forensics was the largest extracurricular speech activity in northwestern Wisconsin. Seventy-one schools reported that they offered a forensics program. These forensics programs ranged in scope from a four year high school program to a junior-senior program. A total of 3106 students in these seventy-one schools participated. A variety of reasons were reported for the lack of participation by the schools that had no forensics program. Significantly, four of the eight schools that responded to the question reported that the reason for their lack of participation was their inability to find a properly qualified person to direct the program.

The debate-discussion programs were much more scarce. Twenty-eight schools had a debate program. Four students was the smallest group participating in a debate program, and forty students was the largest group. Ten schools had a discussion program. Thirty students was the largest

number participating in that event; ten students was the smallest number. In most of these schools, the debate-discussion program was available to students through four years of high school.

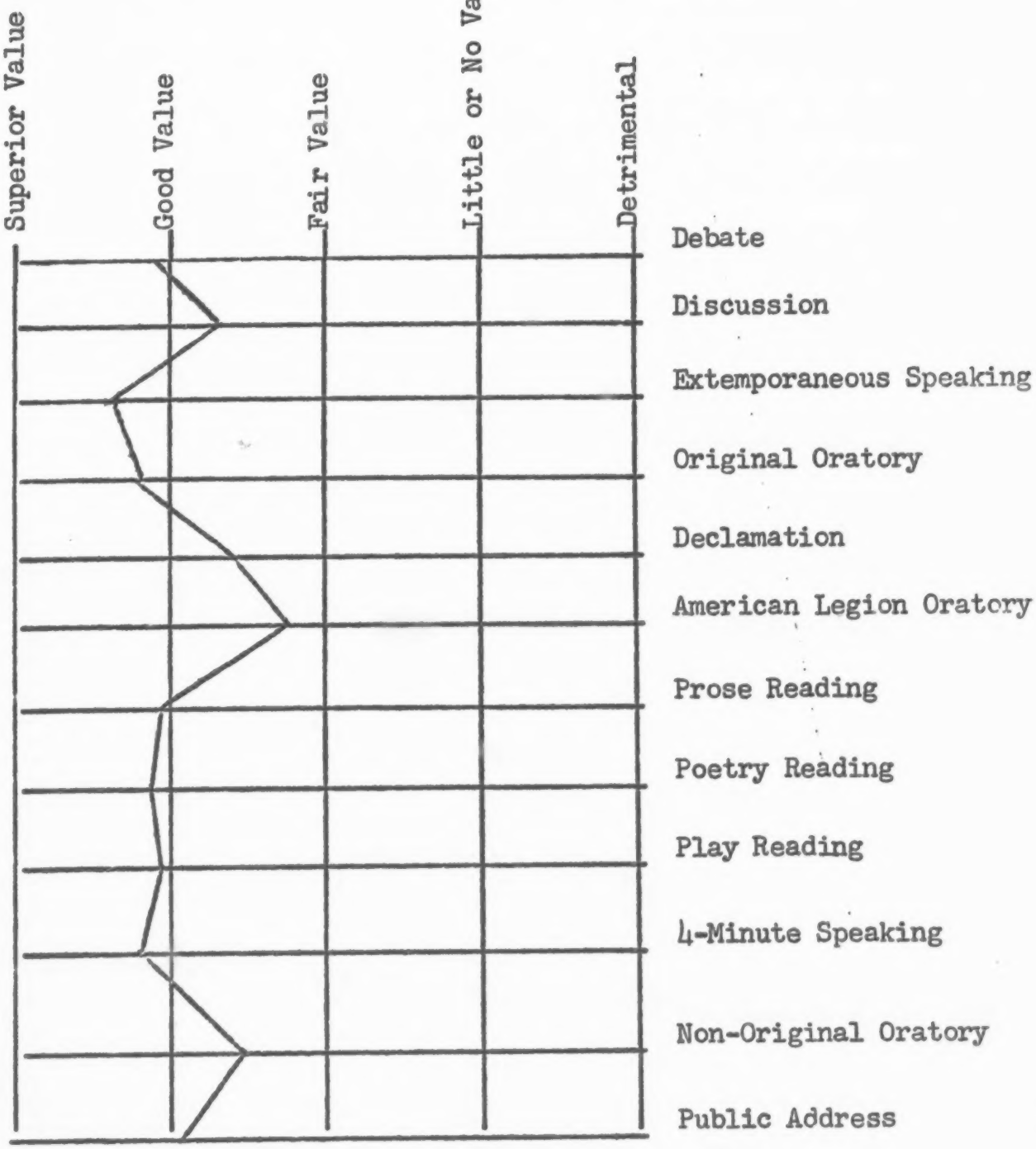
The theatre program was quite extensive in northwestern Wisconsin. Seventy-three schools had a theatre program. Most schools produced two plays each year. There was a large number of students participating in these theatre programs. The number ranged from ten to 250. Only twenty-six schools participated in the one-act play contests. Those schools that did not participate in the one-act play contests had a variety of reasons. Again, fourteen schools reported that a reason for their lack of participation was their inability to find a properly qualified person to direct the program.

An effort was made in the survey to determine the value placed on the various activities by those people who directed them. Extemporaneous speaking, original oratory and 4-minute speaking, ranked among the most valuable. American Legion Oratory, non-original oratory, and declamation ranked among the least valuable activities. More than one-half of the schools reported that they emphasized forensics over dramatics of debate and discussion. The table on the next page shows the attitude of the speech directors to the various extracurricular activities.

Faculty Director and Finance

A large number of schools responded to the question dealing with the academic preparation of the faculty members working with their forensics programs. The average number of people working with these forensics programs was 2.24 for each school. The number of people in the schools ranged from one to five. The largest number of people who worked with forensics

ATTITUDE OF DIRECTORS TOWARD EXTRACURRICULAR SPEECH ACTIVITIES



had an English major and only 12% had a speech major. Only 20% had a speech minor. Of the people who worked with forensics 94% had a Bachelor's degree.

The schools having a debate program reported that an average number of 1.03 faculty members worked with that program. The number of people working with the debate program was one in all but one of the schools that responded to the question. Again, the major of these faculty members was most frequently English. Of these faculty directors 85% did not have a speech major. Only 37% had a speech minor. Of the people who worked with the debate program 89% had a Bachelor's degree.

The amount of additional remuneration paid to those faculty members who worked with the extracurricular speech program was also reported. For those people who received additional remuneration, the average annual payment was $105 for forensics, $171 for debate, and $93 for dramatics. A large number of faculty members who worked with each of the programs received no additional remuneration.

A large number of schools reported that they had no speech budget. Of the minority of schools that did have such a budget, the forensics budgets were smallest. The range of the budget for forensics was from $15 to $3100. The average budget for forensics was $187. The range of the budget for debate was from $35 to $2000. The average budget for debate was $360. The range of the budget for dramatics was from $30 to $2000. The average budget for dramatics was $226.

Conclusions

From the survey of speech education in northwestern Wisconsin four

conclusions may be drawn:

1. In light of the recommendation that a required speaking course, taught by trained speech personnel, be a part of each secondary curriculum, it may be concluded that many secondary schools (99%) did not have an adequate speech curriculum. The recommendation from Teaching Speaking and Writing in Wisconsin published by the State Department of Public Instruction was significant in view of the fact that only one of the eighty schools surveyed had a required speech course.
2. The inadequacy of the speech curriculum in the secondary schools of northwestern Wisconsin was further magnified by the fact that most schools (66%) did not have an elective speech course offered at the upper class level. This was another recommendation of the State Department of Public Instruction's Teaching Speaking and Writing in Wisconsin.
3. The extracurricular speech programs in the secondary schools of northwestern Wisconsin lacked the direction of a properly trained speech instructor. The State Department of Public Instruction recommended a minimum of an approved college minor in speech preparation be held by those people who coach or direct extracurricular speech activities. Of the people working with the forensics program 67% had neither a speech major nor a speech minor. Of the people working with the debate program 48% had neither a speech major nor a speech minor. Of the people working with the dramatics program 67% had neither a speech major nor a speech minor.

4. From the previous conclusions it may be deduced that the colleges and universities which serve the high schools of northwestern Wisconsin in teacher education must seek to aid the schools in raising the level of speech education. This may be accomplished by directing undergraduates into this area of preparation and by providing programs which seek to improve the speech education of those teachers who now are teaching speech. Workshops, summer institutes and graduate courses may be the vehicle for this teacher improvement program.

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